

**STATE OF MAINE
DEPARTMENT OF EDUCATION**



**CAREER AND TECHNICAL EDUCATION PROGRAM
COMPREHENSIVE SCHOOL REVIEW**

SELF-STUDY DOCUMENT STANDARDS

Revised Sept. 2005

**CAREER AND TECHNICAL EDUCATION PROGRAM
COMPREHENSIVE SCHOOL REVIEW PILOT**

SELF-STUDY DOCUMENT STANDARDS

1. Assessment
2. Clear and Focused Goals
3. Community/School Relations
4. Curriculum
5. Facilities
6. High Expectations
7. Instruction
8. Leadership/Management
9. School Climate and Affirmative Action
10. Staff Development
11. Student Services

*State of Maine
Department of Education*

CTE SCHOOL REVIEW

School Self-Study on Assessment

DIRECTIONS:

- 1. Please review and discuss the following standard which pertains to Assessment.**

The school frequently and carefully measures, with a variety of methods, student progress toward all goals, including affirmative action and school climate. This information is disaggregated and used to evaluate programs, direct instruction, and related resources. The school's assessment practices are aligned with the Comprehensive Local Assessment Systems of its sending schools.

- 2. Please discuss and answer the following questions. Subcommittee consensus must be obtained prior to making any entry.**

- 3. Upon completion of the self-study, please prepare the summary page. To prepare for the visitation, assemble documentation and/or samples of all processes listed in your Self-Study responses.**

School_____ Date_____

Self-Study Subcommittee:

| NAME | POSITION |
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School Self-Study on Assessment

1. Assessment practices reflect and measure stated curriculum objectives.

- A. What assessment instruments are used to assess student progress toward stated educational goals (including Technology Program Statewide Standards and *Maine Learning Results*)?
- B. Describe how these practices are used to evaluate program effectiveness in meeting stated program goals and objectives. For specific programs, identify one or more recent examples of adjustments made as a result of assessment data.
- C. How has information collected from assessment instruments been used to benefit students?
- D. What alternative assessment methods and techniques are used to assess students with special needs?

2. Student outcomes are measured in a variety of ways and include criteria-referenced assessments.

- A. What criteria-referenced assessments are used to measure student projects? For specific programs, identify any industry, state, or national certifications or licenses that students can attain.
- B. What other techniques are used to assess student performance?

3. Teachers use assessment results, individually and collectively, to diagnose student needs.

- A. How are student's educational plans modified through the use of assessment data?
- B. How is the curriculum modified through the use of assessment data? For specific programs, identify examples of curriculum modified as a result of student assessment data.
- C. How are teaching methods modified to meet students' needs? For specific programs, provide examples of teaching methods modified as a result of student assessment data.
- D. Assessment methods give consideration to individual learning styles.
 - 1. How are assessment methods selected or modified to meet individual learning styles?

4. The purpose of the monitoring process is understood by students, parents, teachers, sending schools, school boards, and community.

- A. Describe the process used to monitor student progress.
- B. By what means and how often are the monitoring process results communicated:
 - 1. Students
 - 2. Parents
 - 3. Teachers
 - 4. Sending schools
 - 5. School boards
 - 6. Community

5. Assessment efforts at the center/region are aligned with and support the respective sending schools' Comprehensive Local Assessment Systems (CLAS).

- A. How (and to what extent) is assessment at the center/region aligned with and supportive of the CLAS at each of the sending school districts? For specific programs, identify examples.
- B. What policies are in place to promote this alignment?

SUMMARY

- A. Summary Statement:
- B. How was information collected in answering the above questions?
- C. Please identify the strengths of assessment.
- D. Please identify needs unique for this area.
- E. Recommendations of the sub-committee that would improve assessment.

State of Maine
Department of Education

CTE SCHOOL REVIEW

School Self-Study on Clear and Focused Goals

DIRECTIONS:

- 1. Please review and discuss the following standard which pertains to Clear and Focused Goals:**

The school has a clearly written statement reflective of the needs, beliefs and values of the school community. It is supported by stated goals and objectives and is consistent with the districts' philosophy. The statement shows evidence of long and short-range planning and assures the involvement of teachers, administrators and community in the process of development and evaluation.

- 2. Please discuss and answer the following questions. Subcommittee consensus must be obtained prior to making any entry.**
- 3. Upon completion of the self-study, please prepare the summary page. To prepare for the visitation, assemble documentation and/or samples of all processes listed in your Self-Study responses.**

School_____ Date_____

Self-Study Subcommittee:

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School Self-Study on Clear and Focused Goals

1. The mission of the school is supported by yearly goals and objectives.

- A. How does the process used to develop yearly goals and objectives involve the following:
 - 1. Staff
 - 2. Administration
 - 3. Community
 - 4. Students
 - 5. Parents/guardians
 - 6. Other
- B. Describe the relationship between the yearly goals and objectives and:
 - 1. School mission statement
 - 2. School improvement plan
 - 3. Affirmative action plan
 - 4. Long-range planning
 - 5. Daily instruction
 - 6. Perkins plan curriculum development

2. The school's statement of mission and goals has been accepted by the board.

- A. Attach evidence of board acceptance of the school's mission and goals.

3. Human, fiscal and material resources are allocated based on the goals and objectives established for the school.

- A. Show evidence of congruence between statement of goals and objectives and:
 - 1. Human resources

2. Fiscal resources
 3. Material resources
4. **The goals for the school are reviewed annually, revised, and communicated to all staff and the community.**
 - A. Describe the process for goal review and revision as it involves the following:
 1. Staff
 2. Administration
 3. Community
 4. Students
 5. Other
 - B. How are the results shared with:
 1. Staff
 2. Administration
 3. Community
 4. Students

SUMMARY

- A. Summary Statement:
- B. How was information collected in answering the above questions?
- C. Please identify the strengths of clear and focused goals.
- D. Please identify special needs for this area.
- E. Recommendations of the subcommittee which would improve the overall school goals.

State of Maine
Department of Education

CTE SCHOOL REVIEW

School Self-Study on Community/School Relations

DIRECTIONS:

- 4. Please review and discuss the following standard which pertains to Community/School Relations.**

The school shall have a written, collaboratively-planned program of community outreach which supports affirmative action and encourages parent/guardian and community involvement in the educational process toward the achievement of the school's goals and objectives. School goals, procedures, and student progress are regularly discussed with and communicated to parents/guardians and citizens in ways which are appropriate, including for individuals with English as a second language.

- 5. Please discuss and answer the following questions. Subcommittee consensus must be obtained prior to making any entry.**
- 6. Upon completion of the self-study, please prepare the summary page. To prepare for the visitation, assemble documentation and/or samples of all processes listed in your Self-Study responses.**

School _____ Date _____

Self-Study Subcommittee:

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School Self-Study on Community/School Relations

1. Parents/guardians and community are involved with the school and understand and support its mission.

- A. How were parents/guardians and community involved in the development of the school's mission statement?
- B. Describe parents/guardians and community involvement with the school?
- C. Describe how parents/guardians and community support the school's mission statement.

2. The school staff is accessible to students, parents/guardians, sending schools, and community.

- A. Describe how staff are accessible to:
 - 1. Students
 - 2. Parents/guardians
 - 3. Sending schools
 - 4. Community

3. The school establishes regular contact with parents/guardians and community with the improvement of communications as a major focus.

- A. List the techniques used to communicate with parents/guardians and community.
- B. Explain how the school develops and distributes the parent/student handbook and the notice of non-discrimination to parents/guardians.
- C. Provide evidence of improved communications.

4. The school encourages staff and student participation in community activities.

- A. Describe staff involvement in community activities.
- B. Describe student involvement in community activities.

5. The school encourages community members to visit schools and to participate in the education process.

A. Describe the efforts made to encourage community involvement through:

1. Program visitations
2. Facility access
3. Volunteer programs
4. Adult education
5. Advisory Committees
6. Local business and industry

6. The school has a public information plan that provides timely information to local media about programs, activities and student achievements.

A. Describe the public information plan utilized by the school.

B. Provide evidence of the effectiveness of the public information plan.

SUMMARY

- A. Summary Statement:
- B. How was information collected in answering the above questions?
- C. Please identify the strengths of community/school relations.
- D. Please identify needs unique for this area.
- E. Recommendations of the sub-committee that would improve community/school relations.

State of Maine
Department of Education

CTE SCHOOL REVIEW

School Self-Study on Curriculum

DIRECTIONS:

- 1. Please review and discuss the following standard which pertains to Curriculum.**

The school demonstrates evidence of a well planned and periodically evaluated curriculum which has consistently resulted in exemplary educational programming. The curriculum, based on the philosophy and goals of the district, show a direct relationship between and among subject areas while preserving the specific objectives of each discipline.

- 2. Please discuss and answer the following questions. Subcommittee consensus must be obtained prior to making any entry.**

- 3. Upon completion of the self-study, please prepare the summary page. To prepare for the visitation, assemble documentation and/or samples of all processes listed in your Self-Study responses.**

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School Self-Study on Curriculum

Note: For the purposes of this document, the term *curriculum* refers to a program of learning which includes the following components, at a minimum:

- Student learning outcomes (a.k.a. program goals and objectives)
- A design for, and suggested sequence of, activities
- A list of required materials and resources
- Plans for assessment and evaluation

Actual curriculum components should not be included in the Self-Study report but should be available for inspection during the school review visitation.

1. The written curriculum is consistent with the stated philosophy, goals and objectives of the school.

- A. How are the philosophy and goals of the school utilized in the curriculum development process?

2. Curriculum aligns with and satisfies the respective Technology Program Statewide Standards and aligns with identified portions of the *Maine Learning Results*.

- A. How does the curriculum support achievement of the Technology Program Statewide Standards, and how is this documented?
- B. How does the curriculum support achievement of the *Maine Learning Results* (MLR), and how is this documented? For specific programs, identify an example of a supported MLR.

3. Curricular goals and objectives reflect current research, are written in competency-based terms, and articulate with other subject/content areas.

- A. What current research findings were utilized in the development of the curriculum?
- B. What process was used to develop competency-based curricula?
- C. How does articulation and integration occur between and among subject or content areas? For specific programs, list examples of articulation and integration activities.

4. Curricular goals and objectives are consistent with the needs of business and industry and are developed in collaboration with representatives from these areas.

- A. How are program advisory committees utilized in the curriculum development process? For specific programs, describe the makeup of the current advisory committee and list the businesses/industries represented.

- B. Provide evidence that program goals and objectives reflect the overall needs of business and industry. For specific programs, identify examples of goals and objectives modified with the help of advisory committee input.
- 5. Student interest and needs are taken into consideration in the development of overall program goals and objectives.**
- A. How are student needs and interests identified? For specific programs, provide recent examples.
 - B. How is this information utilized in the development of the curriculum?
 - C. What evidence exists that the curriculum reinforces the development of basic, career, and life skills? For specific programs, identify recent data used.
- 6. Curriculum evaluation and revision is an on-going process in all program areas.**
- A. What processes are used to develop, evaluate, and revise curriculum? For specific programs, provide evaluation criteria and examples of recent revisions.
 - B. What is the frequency of curriculum evaluation?
 - C. How does the school use data from sending schools to evaluate and revise curriculum?
- 7. Curriculum provides students with instruction in “all aspects of the industry.”**
- A. How and to what extent do students learn “all aspects of the industry”?

SUMMARY

- A. Summary Statement:
- B. How was information collected in answering the above questions?
- C. Please identify the strengths of curriculum.
- D. Please identify special needs for this area.
- E. Recommendations of the subcommittee which would improve the curriculum.

*State of Maine
Department of Education*

CTE SCHOOL REVIEW

School Self-Study on Facilities

DIRECTIONS:

- 1. Please review and discuss the following standard which pertains to Facilities.**

The school plant, site, and equipment are sufficient to support the programs of the school and meet accessibility standards for individuals with disabilities. They are maintained to ensure the safety and health of all occupants and offer an effective setting for the delivery of high quality programs and services to all students.

- 2. Please discuss and answer the following questions. Subcommittee consensus should be obtained prior to making any entry.**
- 3. Upon completion of the self-study, please prepare the summary page. To prepare for the visitation, assemble documentation and/or samples of all processes listed in your Self-Study responses.**

School _____ Date _____

Self-Study Subcommittee

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School Self-Study on Facilities

1. School air quality meets or exceeds the requirements of existing codes and standards.

A. Discuss school efforts to maintain air quality in the following areas:

1. Air turns, fresh air, carbon dioxide, temperature, humidity, and ventilation
2. VOCs (Volatile Organic Compounds), carbon monoxide
3. Pesticides and integrated pest management
4. Bio-aerosols, mold, fungi, bacteria, wet or deteriorating building material
5. Asbestos
6. Lead paint
7. Radon gas

2. The school has effective procedures for assuring school safety, security, and maintenance activities.

A. Describe the setup and activities of the school safety committee.

B. Describe how safety and security policies are kept up-to-date.

C. Describe how the school maintains compliance with the following workplace and public facilities safety regulations:

1. Buildings, utilities, services, playgrounds, walkways, parking lots, roadways, and food areas will conform to applicable building, safety, and fire codes and guidelines.
2. Workstations, study stations, and equipment areas will conform to standards for ergonomics and video display protocols.
3. Signage will be in compliance with applicable codes and regulations.
4. The purchase, use, and storage of hazardous chemical and materials will be in accordance with federal and state regulations (including DOE Chapter 161).
5. Safety training, education, and drills will meet applicable standards.

- D. Describe how recognized hazards are addressed with a remediation plan.
- 3. The school building is clean, safe, well maintained, in compliance with ADA requirements, and provides an environment conducive to learning.**
- A. Provide evidence that the school complies with all existing regulations, including:
 - 1. Space requirements
 - 2. Ventilation
 - 3. Lighting
 - 4. Temperature
 - 5. Safety
 - 6. Eye and ear protection
 - 7. Accessibility for individuals with disabilities
 - 8. Other
 - B. Describe the program for routine building maintenance and repairs including the areas of:
 - 1. Custodial services and training
 - 2. Building repairs
 - 3. Refurbishing
 - 4. Other
- 4. Operating, maintenance, and capital replacement policies and practices are formalized and adhered to by school personnel**
- A. What policies and practices address the appearance, cleanliness, paint condition, odors, age, and safe operation of school equipment?
 - B. What policies and practices address eating area rules, facility management guidelines, and the clean-up of body fluids?
 - C. Describe the policies and practices for capital equipment replacement.

5. School transportation is managed as an essential service within current state and federal regulations.

A. Describe the procedures for vehicle acquisition and maintenance.

6. The facilities are adequate to support the educational goals of the school.

A. What criteria are used to allocate space for:

1. Classrooms
2. Laboratories
3. Health and sanitation
4. Support services
5. Extracurricular activities
6. Administration
7. Students with disabilities

SUMMARY

- A. Summary Statement:
- B. How was information collected in answering the above questions?
- C. Please identify the strengths of facilities.
- D. Please identify needs unique for this area.
- E. Recommendations of the sub-committee that would improve facilities.

State of Maine
Department of Education

CTE SCHOOL REVIEW

School Self-Study on High Expectations

DIRECTIONS:

- 1. Please review and discuss the following standard which pertains to High Expectations.**

Teachers and administrators have high educational and behavioral expectations for all students. Students demonstrate measurable improvement in academic achievement, life skills development, self discipline, interpersonal growth, and attitudes toward work. The staff demonstrates its belief that all students can learn essential skills and beyond.

- 2. Please discuss and answer the following questions. Subcommittee consensus must be obtained prior to making any entry.**

- 3. Upon completion of the self-study, please prepare the summary page. To prepare for the visitation, assemble documentation and/or samples of all processes listed in your Self-Study responses.**

School _____ Date _____

Self-Study Subcommittee:

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School Self-Study on High Expectations

- 1. The administration promotes and communicates high expectations to staff and students.**
 - A. List administrative actions which encourage high expectations on the part of staff, including that related to safety, professional development, community involvement, etc.
 - B. List administrative actions which encourage high expectations on the part of students, including that related to safety, career awareness and development, community involvement, etc.
 - C. In what ways do administrators model high expectations for students and staff?
- 2. Teachers demonstrate the belief that all students can learn and have the potential to succeed.**
 - A. What teacher actions support the belief that all students can learn and have the potential to succeed?
 - B. In what ways do teachers model high expectations for students?
- 3. Teachers identify individual student needs and develop activities which take into consideration learning styles.**
 - A. How do teachers identify individual needs of students?
 - B. What evidence is available to ensure that sufficient time is provided to meet individual student needs?
 - C. What opportunities are available to students which encourage them to practice and master new skills?
- 4. Students are encouraged to take responsibility for their own learning.**
 - A. What practices do teachers use to hold students accountable for their own learning?

SUMMARY

- A. Summary Statement:
- B. How was information collected in answering the above questions?
- C. Please identify the strengths in the area of high expectations.
- D. Please identify needs unique for this area.
- E. Recommendations of the sub-committee that would improve the area of high expectations.

State of Maine
Department of Education

CTE SCHOOL REVIEW

School Self-Study on Instruction

DIRECTIONS:

- 1. Please review and discuss the following standard which pertains to Instruction.**

The school demonstrates a carefully coordinated effort to provide instructional processes which have consistently resulted in a learning environment that promotes excellence and supports affirmative action and school climate. A variety of instructional techniques are used by a majority of the teachers. Teachers strive to meet the instructional needs of all students. A school-wide agreement exists about the importance of the instructional program, and learning time is maximized by well planned activities. Instruction furthers knowledge of Technology Program Statewide Standards and the *Maine Learning Results*.

- 2. Please discuss and answer the following questions. Subcommittee consensus must be obtained prior to making any entry.**

- 3. Upon completion of the self-study, please prepare a summary page. To prepare for the visitation, assemble documentation and/or samples of all processes listed in your Self-Study responses.**

School _____ Date _____

Self-Study Subcommittee:

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School Self-Study on Instruction

1. Students are actively involved in learning.

- A. What types of classroom activities are provided to encourage students to become actively engaged in the learning process?
- B. How is individual student progress monitored?
- C. How are students encouraged and supported in their efforts to practice new skills? For specific programs, provide examples of instructional practices.

2. Teachers utilize established program goals and objectives in the development and delivery of instruction to students.

- A. How are program goals and objectives utilized in the development and delivery of instruction to students? For specific programs, identify important instructional strategies that support program-specific goals and objectives.

3. Teachers utilize a variety of classroom instructional techniques in the delivery of instruction to students with diverse interest, abilities, and learning styles.

- A. How are the diverse interests, abilities, and learning styles of students identified?
- B. What classroom instructional techniques are utilized in the delivery of instruction to students with diverse interests, abilities and learning styles?
- C. How are classroom instructional techniques evaluated in their ability to encourage and support student learning?
- D. How is this evaluation information used to improve instructional teaching techniques?
- E. How is the community utilized in the development and/or delivery of instruction to students?

4. Teachers use a variety of classroom management techniques to create a safe, orderly, and comfortable classroom environment which is conducive to learning.

- A. How are classroom management techniques used to create an environment which is safe, orderly, comfortable and conducive to learning? For specific programs, identify particular classroom management techniques that are used.

SUMMARY

- A. Summary statement:
- B. How was information collected in answering the above questions?
- C. Please identify the strengths of instruction.
- D. Please identify needs unique for this area.
- E. Recommendations which would improve overall instruction.

*State of Maine
Department of Education*

CTE SCHOOL REVIEW

School Self-Study on Leadership/Management

DIRECTIONS:

- 1. Please review and discuss the following standard which pertains to Instructional Leadership/Management.**

The school is effectively managed and provides leadership that promotes the achievement of educational excellence. Instructional leaders make decisions based primarily on instructional and curricula goals that support school climate. Instructional leaders set high expectations from goals, monitor student progress, and direct resources to meet these goals.

- 2. Please discuss and answer the following questions. Subcommittee consensus should be obtained prior to making any entry.**
- 3. Upon completion of the self-study, please prepare the summary page. To prepare for the visitation, assemble documentation and/or samples of all processes listed in your Self-Study responses.**

School _____ Date _____

Self-Study Subcommittee:

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School Self-Study on Leadership/Management

1. The administration involves staff in the decision-making process.

- A. What efforts have been made to involve staff in the development and review of existing educational programs?
- B. What evidence exists to document staff involvement in the review of educational programs?
- C. What evidence exists to document staff involvement in decisions concerning everyday operation of the school?
- D. How are staff involved in the development of the School Improvement Plan?

2. The administration, in conjunction with instructional staff and business/industry leaders, plans, develops, monitors and evaluates educational programs.

- A. List advisory committees and describe their functions.
- B. How often do advisory committees meet each year?
- C. What evidence exists to document the involvement of program advisory committees in planning, monitoring and evaluating educational programs?
- D. Describe the process used by administration, instructional staff, and business/industry leaders in planning, developing, monitoring, and evaluating educational programs.
- E. Please describe the process for modifying curriculum within your school.
- F. Describe the school's live work policy.
- G. What role does business/industry and community play in modifying the school's live work policy?

3. Administration communicates frequently and effectively with staff, students, sending schools, and community.

- A. What formal process/plan exists for encouraging honest and open communication with staff, students, parents/guardians, sending schools, and community?
- B. What evidence exists to document frequent and effective communication with staff, students, parents/guardians, sending schools, and community?

- C. How often are staff meetings held? Are written agendas provided and maintained? Is there a process in place to ensure follow-up to issues identified at staff meetings?
 - D. How does the administrator promote and communicate high expectations to staff, students, sending schools, and community?
- 4. There is a formal evaluation plan, and teachers are frequently evaluated in the classroom and are given feedback for the purpose of improving instruction.**
- A. Describe the process used to monitor and evaluate classroom teachers.
 - B. What evidence exists to document teacher involvement in the development of the teacher evaluation process?
 - C. How are teachers informed about evaluation procedures?
- 5. Leaders work cooperatively and consistently to carry out the stated goals of the school.**
- A. How are CTE and sending school program goals and objectives developed?
 - B. What is the relationship between CTE program goals and sending school goals?
 - C. How do program goals and objectives meet current business and industry needs?
 - D. How does the school partner with sending schools in the development and implementation of curriculum, instruction, and assessment?
 - E. Describe the process used to obtain and direct resources to meet the stated goals of the school.

SUMMARY

- A. Summary Statement:
- B. How was information collected in answering the above questions?
- C. Please identify the strengths of instructional leadership/management.
- D. Please identify needs unique for this area.
- E. Recommendations of the subcommittee which would improve overall instructional leadership/management.

State of Maine
Department of Education

CTE SCHOOL REVIEW

School Self-Study on School Climate and Affirmative Action

DIRECTIONS:

- 1. Please review and discuss the following standard which pertains to School Climate and Affirmative Action.**

The school has a climate which promotes individual self-esteem, high expectations for achievement, acceptance of the differences among people to include issues of race, sex, and disability, and a positive attitude toward learning. The climate enhances and encourages learning and promotes an atmosphere of non-discrimination. Staff consistently models these behaviors for all students.

- 2. Please discuss and answer the following questions. Subcommittee consensus should be obtained prior to making any entry.**
- 3. Upon completion of the self-study, please prepare the summary page. To prepare for the visitation, assemble documentation and/or samples of all processes listed in your Self-Study responses.**

School _____ Date _____

Self-Study Subcommittee:

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School Self-Study on School Climate and Affirmative Action

- 1. Schools provide freedom from harassment, discrimination, and abuse within a healthy physical, social, and emotional environment.**
 - A. Describe the policies and procedures covering: harassment, gender equity, ADA, conflict resolution, human rights, privacy, and civil rights.
 - B. How does the school ensure that students are adequately supervised during all school activities?
 - C. What grievance procedures are in place for staff and students?
 - D. What policy dissemination and training occur for both students and staff on the topics listed above?
- 2. Schools provide safety procedures and appropriate training for students and staff.**
 - A. What procedures and training are used on such topics as: safety, security, blood-borne pathogens, emergencies, and workplace regulations?
- 3. School buildings and grounds, structures, buses, and equipment should be accessible to all, meet current standards, and are kept inviting, clean, safe, and in good repair.**
 - A. What processes are in place to ensure that school property is accessible, clean, safe, and in good repair?
- 4. Schools should provide opportunities for meaningful student participation and peer-led activities within a democratic school community.**
 - A. How does the school support student participation, extra-curricular activities, parent, business, and community involvement, and global citizenship?
- 5. Schools should provide freedom from the risks associated with substance abuse.**
 - A. How does the school proactively address the problem of substance abuse involving students and staff?
- 6. Schools should promote a variety of partnerships designed to benefit youth and families.**
 - A. Describe how partnerships involving faculty, staff, students, parents, community, and business provide benefits through volunteer activities, fundraising events, and service learning activities.

- B. Explain how the school fosters multicultural diversity and acceptance of the differences among people.

1. Schools should provide opportunities for students and staff to learn and use dispute resolution tools and positive behavior supports.

- A. Describe how positive behavior interventions and supports promote an environment that helps keep students in class and in school.
- B. Describe the school's behavior codes and how the disciplinary policies are enforced.

SUMMARY

- A. Summary Statement:
- B. How was information collected in answering the above questions?
- C. Please identify the strengths of school climate.
- D. Please identify needs unique for this area.
- E. Recommendations of the sub-committee that would improve the overall school climate.

State of Maine
Department of Education

CTE SCHOOL REVIEW

School Self-Study on Staff Development

DIRECTIONS:

- 1. Please review and discuss the following standard which pertains to Staff Development.**

The school has a carefully planned staff development program which supports issues of school climate and which is guided by sound educational theory that promotes exemplary practices. This written plan evolves from the school's affirmative action goals as well as instructional and curricula goals. Developmentally appropriate programs are available for new and experienced staff.

- 2. Please discuss and answer the following questions. Subcommittee consensus should be obtained prior to making any entry.**
- 3. Upon completion of the self-study, please prepare the summary page. To prepare for the visitation, assemble documentation and/or samples of all processes listed in your Self-Study responses.**

School_____ Date_____

Self-Study Subcommittee:

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| 5. _____ | 5. _____ |
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School Self-Study on Staff Development

- 1. The school has a written staff development plan which is developed collaboratively between administration and staff, supports the school's affirmative action and school climate goals, and provides for assessment of individual needs and school-wide needs.**
 - A. How are individual staff development needs assessed?
 - B. Describe how the staff development plan meets school-wide needs.
 - C. What evidence exists that the written staff development plan was developed collaboratively?
 - D. How will planned staff development keep staff abreast of industry and pedagogical changes?
- 2. The written staff development plan and the professional support system for teachers and administrators are coordinated.**
 - A. Provide evidence of how the professional support system for teachers and administrators is coordinated with the written staff development plan.
- 3. Staff development activities reflect appropriate research and include related follow-up.**
 - A. Describe how current research is utilized in the planning of staff development activities.
 - B. What methods are utilized for follow-up?
- 4. The administration supports and enables the staff to utilize skills and information gained as a result of staff development activities.**
 - A. What is the administration's role in the staff development process?
 - B. How is time provided for staff to engage in staff development activities?
 - C. What provisions are made for staff members to share their expertise within the school and community?
- 5. Sufficient resources are available to support the school's staff development philosophy.**
 - A. List the resources that are provided for staff development including:

1. Journals and professional materials
2. Workshops and professional activities
3. Human and fiscal resources
4. Substitutes
5. Time
6. Inclusion in vocational conferences
7. Others

6. Staff development activities are routinely monitored and evaluated.

- A. What techniques are used to monitor staff development activities?
- B. Describe the process and plan used in evaluating staff development.
- C. How is monitoring and evaluation data utilized?

SUMMARY

- A. Summary Statement:
- B. How was information collected in answering the above questions?
- C. Please identify the strengths of staff development.
- D. Please identify special needs for this area.
- E. Recommendations of the sub-committee that would improve the overall staff development.

State of Maine
Department of Education

CTE SCHOOL REVIEW

School Self-Study on Student Services

DIRECTIONS:

- 1. Please review and discuss the following standard which pertains to Student Services.**

The school shall provide staff, facilities and materials necessary to offer comprehensive student services for all students. Student records and permanent files shall be kept and monitored in a confidential and secure manner.

- 2. Please discuss and answer the following questions. Subcommittee consensus should be obtained prior to making any entry.**

- 3. Upon completion of the self-study, please prepare the summary page. To prepare for the visitation, assemble documentation and/or samples of all processes listed in your Self-Study responses.**

School _____ Date _____

Self-Study Subcommittee:

NAME

POSITION

- | | |
|----------|----------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |
| 4. _____ | 4. _____ |
| 5. _____ | 5. _____ |
| 6. _____ | 6. _____ |

School Self-Study on Student Services

1. A variety of resources are available to all students as a means of providing guidance and direction in their everyday lives.

A. Describe resources for guidance services.

1. Human
2. Facilities
3. Fiscal
4. Material
5. Other

B. Describe resources for health services.

1. Human
2. Facilities
3. Fiscal
4. Material
5. Other

C. Describe resources for transportation services.

1. Human
2. Facilities
3. Fiscal
4. Policies
5. Other

D. Describe resources for food services.

1. Human

2. Facilities
 3. Fiscal
 4. Other
 - E. Describe resources for student placement.
 1. Business/industry/government agencies
 2. Post-secondary
 3. Human
 4. Fiscal
 5. Other
 - F. Describe strategies and processes for supporting non-traditional students.
 1. List types of non-traditional students served.
 2. Describe resources made available to these students.
- 2. An effective method exists for the delivery of student services in an equitable manner.**
- A. Describe the methods of delivery for comprehensive career and guidance services.
 1. Advising and recruiting prospective students
 2. Assessment
 - a. Social integration
 - b. Academic progress
 3. Career planning
 - a. Information on options
 - b. Information on further studies
 4. Coordination with sending schools
 5. Post-secondary admissions

6. Other
- B. Describe the methods of delivery for health services.
 1. Coordination with sending schools
 2. Staff/student training
 3. Emergency procedures
 4. Accommodations for any special needs
 5. Other
- C. Describe the methods of delivery for transportation services.
 1. Accessibility
 - a. Individual transportation
 - b. School transportation
 2. Coordination with sending schools
 3. Other
- D. Describe the methods of delivery for food services.
 1. Availability
 2. Scheduling
 3. Other
- E. Describe the methods of delivery for student placement services to non-traditional students and students with special needs.
 1. Links to industry representatives
 2. Links to adult support services
 3. Follow-up with former students
3. **Accurate, confidential student records and permanent files are kept in a secure manner.**
 - A. Describe the manner in which student records and permanent files are maintained.

1. Facilities
 2. Human resources
 3. Other
- B. Describe the process by which student records are assessed or shared.
1. In house
 2. Between schools
 3. With families
 4. With post-secondary institutions

SUMMARY

- A. Summary Statement:
- B. How was information collected in answering the above questions?
- C. Please identify the strengths of student services.
- D. Please identify needs unique for this area.
- E. Recommendations of the sub-committee that would improve student services.